

## **Cambridge National**

### **Creative iMedia**

Level 1/2 Cambridge National Award in Creative iMedia **J807**

Level 1/2 Cambridge National Certificate in Creative iMedia **J817**

Level 1/2 Cambridge National Diploma in Creative iMedia **J827**

## **OCR Report for Centres for November 2014**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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# Moderated Units

## General Comments:

The November series offers an additional opportunity for moderation of the centre assessed units but without the visiting option. Although a good range of creative outcomes were produced there were a number of issues experienced on this occasion and it is hoped that this report will assist centres to avoid these types of problems in future.

A significant number of entries were not based on the OCR Model Assignment and the modifications were not within the permitted changes that are explained in the teacher guidance section of the assignments. It is important to recognise that the OCR Model Assignments must be used as stated in the specification. Some entries were resits from the June 2014 series but specific details on how to improve the work cannot be provided in these circumstances. A significant number of entries included too much feedback and guidance for the candidates on what to do and how to do it. In these cases the summative assessment requirements are not understood. Templates and writing frames should not be used in evidence generation for the units in the Cambridge Nationals. It is the candidate's decision on how best to evidence their work in response to the OCR Model Assignment. Referencing of sources was often weak and it must be clear what is the candidate's own interpretation, summary and analysis rather than just copying information from web sources.

A new pattern has started to emerge in this series whereby the approach to creating the evidence was not always found to be a good match for the requirements of the marking criteria. It is not clear whether external resources are being used to support the delivery of the units but in these cases, it is important that their use is limited to the teaching of the learning content rather than a framework for the final assignment.

Some issues were found with the naming of work uploaded to the repository. It is believed that this is due to the lack of unique filenames being used when using the bulk uploader. Future submissions should use unique filenames across all the candidate work uploaded.

Overall, care must be taken to ensure that a prescriptive coursework based approach is not used in the Cambridge Nationals. A summative assessment that is based on the OCR Model Assignments is essential to give the candidates the best opportunity for achievement.

## Comments on Individual Units:

### **Unit R082**

Where the OCR Model Assignment was used, or a permitted change made, the final DVD covers demonstrated a wide range of creativity. Many of these evidenced some excellent skills in using image editing software. In a number of other submissions, the structure of the evidence was more problematic and many appeared to follow a similar style. For example, a significant number of candidates are including evidence of detailed analysis of existing media products such as DVD film covers. This is quite typical of older media qualifications but not a good match for the marking criteria in Creative iMedia. There is a concern about the use of templates and writing frames that guide candidates towards this, which is an unsuitable approach and not linked to a task that is found in the OCR Model Assignment. For any unit in this qualification, templates and writing frames should not be used.

A secondary issue was in the changes made to the OCR Model Assignment, or in some cases its substitution. Simplification of the Model Assignment in terms of the expected digital graphic outcomes does not give candidates the opportunity to achieve the higher marks. In some cases,

candidates were given marks in band 3 since it met the client brief but the problem is that the brief did not have an equivalent level of demand.

Finally, it was good to see many submissions with the final graphic in its intended digital format that could be supplied to a client in a vocational context. Note that a low quality print that is scaled to fit an A4 page is not a good way to evidence the DVD graphic. The final work in its intended format is important for any unit submission in this qualification.

#### ***Unit R084***

This unit on creating a comic book continues to be the most popular of the optional units. The final comic books clearly demonstrated a strong engagement with the aim and intention of the unit. One area that caused some difficulties was the research aspects for Learning Outcome 1. In particular, it is the referencing of sources for research into the origins and history of multipage comic strips. Although this typically requires an investigation into a range of examples of comics it is the candidates own summary that is important rather than just copying the content from web articles. It is strongly encouraged that centres monitor this in any future submission although the same concept applies to other units that have a significant research activity in Learning Outcome 1.

#### ***Unit R085***

This unit on web authoring was generally well done with the final websites being a good match for the OCR Model Assignment. Some issues were seen with page display and layout, possibly due to browser compatibility variations. Where possible, it would be good practice to identify what browser has been used in any testing so that an external moderator has the best chance of viewing the work correctly. This could be identified either by the candidate in the write up of the unit or alternatively by the teacher making an appropriate comment the Unit Recording Sheet.

#### ***Unit R086***

The final animations demonstrated a high degree of creativity and engagement with the Model Assignment. In some submissions, the structure of the evidence did not have a close connection to the tasks in the OCR Model Assignment and there is some concern that additional resources are being used that are not based on this qualification. As mentioned in the general comments section, the use of resources should be limited to teaching the content of the unit rather than a framework for the completion of the OCR Model Assignment and associated tasks.

#### ***Unit R089***

Most submissions used the OCR Model Assignment and evidenced some intriguing teaser trailers for the film brief. This again suggests some strong engagement with the unit and the creative outcome. Some areas for improvement in future would be to ensure that evidence of the video editing process is included for Learning Outcome 3. Many submissions had little more than the final product for Learning Outcome 3, which does not provide evidence for all of the marking criteria. A number of submissions also included a sequence of still images rather than video footage. Although this approach can be used to an extent, the marking criteria does require the recording and use of original video footage so the use of still images would not be considered to fully meet the requirements of the assessment criteria.

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